THE IMPLEMENTATION OF DESCRIBING PICTURE STRATEGY IN STUDENTS SPEAKING SKILLS AT TEN GRADE OF SMA MUHAMMADIYAH BOARDING SCHOOL ZAM-ZAM CILONGOK IN THE ACADEMIC YEAR 2021-2022

THESIS

Sumbmited to Faculty of Tarbiya and Teacher Training, State Islamic University of K.H Prof. Saifuddin Zuhri Purwokerto as a Partial Fulfilment of the Requirement for Obtaining the Bachelor Degree on Education (S.Pd.)

By :

ANISA NURDIANA
(1522404006)

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYA AND TEACHER TRAINING
ISLAMIC STATE UNIVERSITY PROF. K.H. SAIFUDDIN ZUHRI
PURWOKERTO
2022

STATEMENT OF ORIGINALTY

Herewith I,

Name   : Anisa Nurdiana

Student Number   : 1522404006

Grade   : S.1

Department   : English Education Of Study Program

Faculty   : Tarbiya and Teacher of Study Training

Thesis Title   : The Implementation Of Describing Picture In Students Speaking Skills At Ten Grade Of SMA Muhammadiyah Boarding School Zam-Zam Cilongok In The Academic Year 2021-2022

Declare that this Thesis Script entirely my own research outcome or work, expect in given parts which are cited the sources.

Purwokerto, 22 May 2022

I who Declares,

Anisa nurdiana
S.N. 1522404006

ii

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
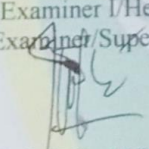Telepon (0281) 635624 Faksimili (0281) 636553
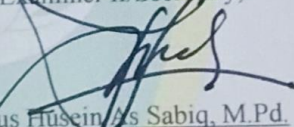www.uinsaizu.ac.id

APPROVAL SHEET

This thesis, entitled:

THE IMPLEMENTATION OF DESCRIBING PICTURE IN STUDENTS SPEAKING SKILLS AT TEN GRADE OF SMA MUHAMMADIYAH BOARDING SCHOOL ZAM-ZAM CILONGOK IN THE ACADEMIC YEAR 2021-2022

Written by **Anisa Nurdiana**, Student Number 1522404006, English Education Study Program, Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto, was examined on May 30, 2022 and declared qualified for achieving the degree of Sarjana Pendidikan (S.Pd.) in English Education Study Program.
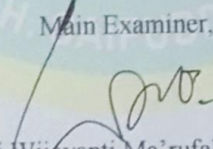
Examiner I/Head of
Examiner/Supervisor,
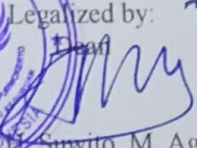
Examiner II/Secretary,

Muflihah, S.S., M.Pd.
NIP. 19720923 200003 2 001

Agus Husein As Sabiq, M.Pd.
NIP. 19870811 202012 1 006

Main Examiner,

Desi Wijayanti Ma'rufah, M.Pd.
NIP. 19921215 201801 2 003

Legalized by:

Dr. H. Suwito, M. Ag.
NIP. 19710424 199903 1 002

OFFICIAL MEMORANDUM OF SUPERVISOR

To The Honor

Dean of Faculty of Tarbiya and Teacher Training of   State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto

Assalamu'alaikum Wr. Wb.

Having guided, analyzed directed, and corrected writing thesisi by Anisa Nurdiana (Student Number 1522404006) entitled.

THE IMPLEMENTATION OF DESCRIBING PICTURE IN STUDENTS SPEAKING SKILLS AT TEN GRADE OF SMA MUHAMMADIYAH BOARDING SCHOOL ZAM-ZAM CILONGOK IN THE ACADEMIC YEAR 2021-2022

I recomended that the thesis had been able to be submitted to Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of K.H. Saifuddin Zuhri Purwokerto to be examined in order to get undergraduate Degree in English Education Study Program (S.Pd.)

Wassalamu'alaikum Wr. Wb.

Purwokerto, 22 Mei 2022

Supervisor,

Muflihah, S.S., M.Pd.
NIP.19720923 200003 2 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

APPROVAL SHEET

This thesis, entitled:

THE IMPLEMENTATION OF DESCRIBING PICTURE IN STUDENTS SPEAKING SKILLS AT TEN GRADE OF SMA MUHAMMADIYAH BOARDING SCHOOL ZAM-ZAM CILONGOK IN THE ACADEMIC YEAR 2021-2022

Written by **Anisa Nurdiana**, Student Number 1522404006, English Education Study Program, Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto, was examined on May 30, 2022 and declared qualified for achieving the degree of Sarjana Pendidikan (S.Pd.) in English Education Study Program.

Examiner I/Head of
Examiner/Supervisor,

Examiner II/Secretary,

Muflihah, S.S., M.Pd.
NIP. 19720923 200003 2 001

Agus Husein As Sabiq, M.Pd.
NIP. 19870811 202012 1 006

Main Examiner,

Desi Wijayanti Ma'rufah, M.Pd.
NIP. 19921215 201801 2 003

Legalized by:
Dean,

Dr. H. Suwito. M. Ag.
NIP. 19710424 199903 1 002

i

STATEMENT OF ORIGINALTY

Herewith I,

Name   : Anisa Nurdiana

Student Number   : 1522404006

Grade   : S.1

Department   : English Education Of Study Program

Faculty   : Tarbiya and Teacher of Study Training

Thesis Title   : The Implementation Of Describing Picture In Students Speaking Skills At Ten Grade Of SMA Muhammadiyah Boarding School Zam-Zam Cilongok In The Academic Year 2021-2022

   Declare that this Thesis Script entirely my own research outcome or work, expect in given parts which are cited the sources.

Purwokerto, 30 May 2022

I who Declares,

Anisa nurdiana
S.N. 1522404006

OFFICIAL NOTE SUPERVISOR

To the Honorable,

Dean of Faculty of Tarbiya and Teacher

Training of State Islamic University of Prof.

K.H. Saifuddin Zuhri   Purwokerto

Assalamu'alaikum Warahmatullahi Wabarakatuh

Having guided, analyzed, directed, and corrected the thesis by Anisa Nurdiana, Student Number 1522404006, entitled:

THE IMPLEMENTATION OF DESCRIBING PICTURE IN STUDENTS SPEAKING SKILLS AT TEN GRADE OF SMA MUHAMMADIYAH BOARDING SCHOOL ZAM-ZAM CILONGOK IN THE ACADEMIC YEAR 2021-2022

I recommended the thesis to be submitted to Dean of Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto, and examined in order to get Undergraduate Degree in English Education (S. Pd).

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Purwokerto, 25 April 2022

Supervisor

Muflihah, S.S., M.Pd.
NIP.19720923 200003 2 001

MOTTO

"DO YOUR BEST TO GET THE BEST"

DEDICATION

Alhamdulillahirabbil'alaamiin, all praises for the presence of Allah *subhanahuwata'alaa*, for all his blessings and pleasure so this thesis can be finished.

This thesis dedicated for my special people who are supported me to finish this thesis:

My beloved parents, Nur Rochimah and Nasiman, I love you

My beloved sister and brothers, Aziz Nasianto, Azizen Nasetio Edi, Astika Nurdianingsih and Ade Novian Nasetiono

My beloved partner Triwoko and my lovely daughter Yasmin Putri Shonaji

My beloved friends, Ni'matul Khoeriyah, and Putri Taqqiya

My lovely

My beloved family members, friends and readers who have taken the time to read this thesis. Thank you so much to myself for the hard work and stay being stronger, you're stronger than you think. Keep fight, the fight has not ended!
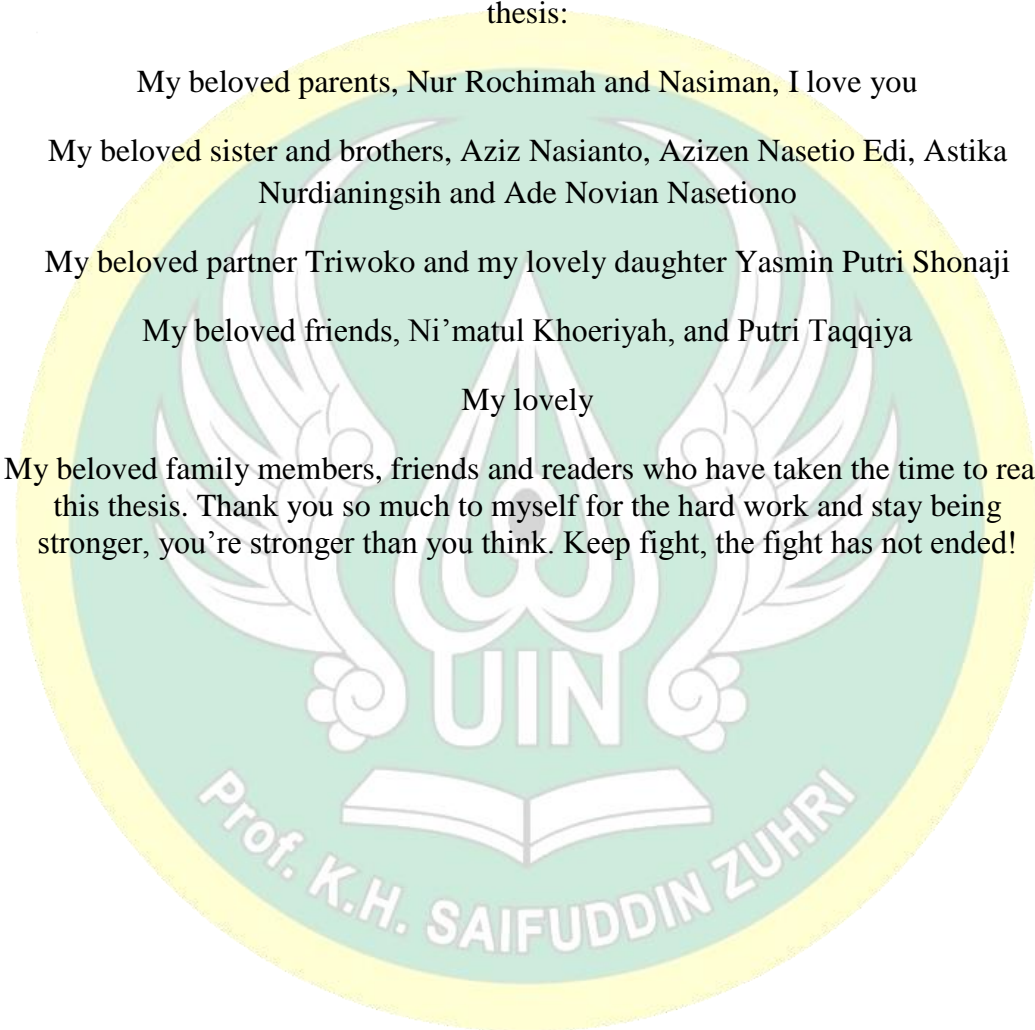
ACKNOWLEDGEMENT

In the name of Alloh. The benefit and The Merciful. All praises and thanks be to Alloh SWT, the Lord of Universe, who has givesn. His blessing, guidence, loves and helps to the writer for completing this thesis. Piece and salutation be upon to our beloved prophet Muhammad SAW, his family, companions, and his faithful forever.

This thesis presented as a partial fulfilment of the requirement for obtaining the undergraduate degree of education in Faculty of Tarbiya and Teacher Training of State Institute of Islamic Studies Purwokerto.

The writer would also like to express the deep gratitude and appreciation to :

1. Dr. H. Suwito. M.Ag., as the Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
2. Dr. Suparjo, M.A, as a Vice Dean I of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
3. Desy Wijayanti Ma'rufah, M.Pd., as the Coordinator of English Education Study Program of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
4. Muflihah, S.S., M.Pd., as the Head of English Education Department of State State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto, as well as Thesis Supervisors who always provide encouragement and prayer support in the preparation of this thesis and has given all best for her valuable guidance, advice, suggestion, and encouragement during the writing process of this thesis.
5. All of lecturers, especially the lecturers of English Education Department of State State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
6. All of staffs and officials State State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
7. Ayah Supani and His Family, as chairman of the Darul fallah Kedung wuluh Purwokerto, who always gives prayers and blessing in every step and process for the author in completing the study and preparation of the thesis..

8. Amrul Mufid ,as teacher of English subject, who hass been pleased to a research reseource for the preparation of the thesis for the author.

9. The entire Board of Theachers and Employes of SMA Muhammadiyah School Zam-Zam Cilongok All students of SMA Muhammadiyah School Zam-Zam Cilongok.

10. Dear Father and Mother and my family, who always provide support, enthusiasm, prayer, and love to the author so that the writer can complete the preparation of the thesis well.

11. My beloved partner Triwoko and my lovely daughter Yasmin Putri Shonaji, them have gived support, prayers and blessing in every step and process for study and preparation of the thesis.

12. All of My Friends TBI 2015 State University Prof. K.H. SAIFUDDIN ZUHRI Purwokrto, who always support and motivation the author.

13. All of My Friend of Darul falah Islamic Boardibg School Kedung Wuluh Purwokerto, who always gives and supports to author.

14. All of My Friends of Dormitory 2017-2018 especially to laila arwae, salsabila Nurahman, Islaelatul Mukarromah, Mufti Ayu, Widia Eka, Nurul Fatonah, Rizki Fauziah, Diah Nur Amalia, Laila Fauziyah, diah Sabarotin and Estri, who always gives motivation to author.

15. To all parties who have helped the author in the process of preparing a thesis that the author cannot mention one by one.

There is no string of pearls of words that author can convey, except for thank you and prayers for all parties who have helped in the completion of the preparation of the thesis for the author, hopefully all good deeds received by Allah SWT, and hopefully this thesis can provide benefits to writers in particular, and to readers in general, *Amin yaa rabbal'alamiin.*

Purwokerto, 25 April 2022

The writer

Anisa Nurdiana

THE IMPLEMENTATION OF DESCRIBING PICTURE IN STUDENTS SPEAKING SKILLS AT TEN GRADE OF SMA MUHAMMADIYAH BOARDING SCHOOL ZAM-ZAM CILONGOK IN THE ACADEMIC YEAR 2021-2022

ANISA NURDIANA
S.N 1522404006

English Education Department
State University of Prof. K.H Saifudin Zuhri

Abstract

English has become the primary language of communication. English has become the dominant language in many fields of activity. Considering that english is important. Speaking is one of the four basic skills of language should be learnt and mastered by the students. Speaking is an interactive process of constructing meaning that involves producing, and processing information. that should be mastered by the students. It is often considered most difficult skill by the students, describing picture is very increase the students speaking skills, can motivated the students to learning English and it can help the teacher to made the students interested and enjoy to learned especially in speaking skill. Statements of the problem in this study is (1) how is the implementation of describing picture in students speaking skill at Ten Grade of SMA Muhammadiyah Boarding School Zam-Zam Cilongok in academic year 2021-2022?

The method in this thesis is Qualitative. Researchers collect data from interviews, observation and documentation. This research was aimed that the implementation of describing picture is sucessfull in students speaking skill. The implementation of describing picture in students speaking skill was implemented through some steps (1) The teacher presented and explained the material by using media projector, news paper or magazine to support the students understanding of the material. (2) next, the students do in pairs to discuss the material, then the teacher gave assassement to arrange the pictures to be a good story. (3) the last, the students memorized the story and from every group presented the result of discussion in front of class. Also were any impact of describing picture the positive impact made students having fluentcy, active in speaking during learning process, confident in speaking and more understand to the material and problem they had and the negative impact faced by the teacher in implementing describing picture susch as noisy in the class, lack of classroom control. Beside that the students had low motivation in speaking English they are not confident to speak english and they had very limited vocabulary

Keywords: Describing picture, speaking skills.

TABLE OF CONTENT

CHAPTER I
INTRODUCTION

A. The Background of Study

The purpose of education is to create quality human beings. One of the factors that need to be considered to achieve the intended goal is to improve the quality of learning. Learning that uses varied and fun methods is definitely very liked by students and can increase motivation and achievement in learning. Education does not only apply in schools but education lasts a lifetime and is carried out in the family, community, and school environment.

Therefore education is the responsibility of the family, society and government. Education that takes place in schools is basically to train, educate, foster so that students are able to think. Through this thinking exercise, they gain various kinds of knowledge in solving problems that arise, whether the problem is in the family or community environment. Ideally good language learning without neglecting other language skills is to focus on speaking skill.

In education aspect, English is used in many references. Many available books and journals articles are written in English. English also has been applied as the subject that is learned particularly in school. In Indonesia English has been officially taught since elementary school level and it becomes one of the major subjects in National Examination (UN).

In indonesia, English is one of the foreign language and it is one of the compulsory subject off all levels of education. There are four skills needed when people learn English, they are listening, speaking, reading and writing. In addition they have to master the language components, such as: phonology grammar, vocabulary, and pronunciation to support the four skills because the four skills are very important. This research only concerns the speaking skill. Speaking skills is one of the important in learning a language, because speaking is an important tool for communication.

According to Kayi (2004) the teaching of speaking is a very important

part of second language learning because it clearly and efficiently contributes to the succes of the learners in th school as well as their life. Thus, it is essential that language teachers pay great attention to the teaching of speaking.

In learning and teaching process, the english teachers should motivate the students in studying English, especially in the speaking skills, because most of them experience difficulties in pronounciation speaking skills. There are several problems why students find it difficult to speak; they are shy to speak if their teacher asks them to speak, they always think about structure before they speak, the students feel afraid when they making mistake, the students often feel confused , nervous in expressing what they want to say.

They also lack the self-confidence needed to be able to speak English. Another reason is the students lack motivation to practice the second language, especially English in conversation. As a result, they do not want to try to speak English. Furthermore, they lack vocabulary to be revealed in English and do not know how to use appropriate grammar. Sometimes, sudents are not able to communicate in English although they have already learned the grammar. Morever, the students are also afraid of making mistake when they practice, to solve students problems the teachers must have new techniques to improve the students speaking skills, and using media making the students more interesting in learning English.

In the teaching and learning English process, English teachers should motivate the students in studying English, especially the speaking skills, because most of them, the experience difficulties in learning it. There are several problems why students find it in difficulty to speak english; firstly, they are shy to speak if their teacher asks them to speak. Secondly, they always think about structure before they speak. Thirdly, the students often feel confused in expressing what they want to say. Fourthly, the students know how to speak well, but they have no motivation to increase their speaking abilities. Fifthly, the students tend to feel afraid of making mistakes, become nervous as well as shy to express their ideas in a spoken form. They also lack the self-confidence needed to be able to speak English.

The researcher chooses the Discribing Picture technique in teaching speaking, because with this technique, the students will be able to express their ideas easier and they can reflect on the picture they see is real object, it is not difficult to find, and picture can stimulus th students to more active and picture helpfull for teaching activity especially in conversation in class.

Teaching speaking is very important for the students to improve their knowledge and communicative skill, there are many way to teaching speaking for example through the picture, game, drama role play, movie, song, etc. Speaking is basic skill that should be mastered by sudents, with this technique the students will be able to express their ideas easier and they can reflect on the image they see, soo if they can express their idea, they will speak fluently and the teacher will also be able to get the idea that the students to try perpose. In teaching speaking, the teacher should choose the method of learning to the students. There are many different types of methods in teaching speaking. But th teacher must choose the better learning for their students. Because in learning speaking there aremany problems found by the students, and th students usually shy to speak in front of the friends, and they can't practice English with foreigner.

Based on the preliminary research by interviewing Mr. Amrul mufid as the teacher in SMA Muhamadiyah Boarding School Zam-Zam Cilongok on 5th January 2021, he explain to the researcher that he used many strategies in teaching English vocabulary those are example sentence, opposite, synonym, consulting the dictionary, practice strategy, and memorization, based on interview on 19th November 2019, the teacher said that students are different from one and another. There are students that very easy understand what the teacher explains in spoken language, but there are some students that have difficulties to understand what the teacher explained about and so that teacher needs to give an example by picture, chart, etc. The researcher conducted a research to find out the implementation of describing picture students speaking skill in SMA Muhammadiyah Boarding Schools Zam-Zam

Cilongok.

The researcher chooses the Describing Picture technique in teaching speaking, because with this strategy, the students will be able to express their ideas easier and they can reflect on the image they see, and the students can express their ideas, they will certainly speak and the teacher will also be able to get the idea that the students try to propose.

Based on the explanation above, the researcher interested with conducting a research entitle "The Implementation of Describing Picture in Students' Speaking skill at The Ten Grade of SMA Muhammadiyah Boarding School Zam-Zam Cilongok". After the implementation of this research, the researcher hopes that there will be an improvement in the students' speaking skill.

B. Operational Definition

This research it is crucial on focus analyzing The Implementation of Using Discribing Picture Strategy Towards Students' speaking skill at Ten Grade of SMA Muhammadiyah Boarding School Zam-Zam Cilongok in The Academic Year 2021-2022, the following are brief clarifications of the terms used in this thesis ;

1. Describing picture.

Describing pictures is one of the activities in teaching speaking English. In this activity, students must describe pictures in front of the class. Every student gets one picture and must describe it. The purposes of this activity are to train students' imagination and retell the story in speaking English. Students stated that they can overcome the constraints in the learning process of speaking activity through sharing in front of the class.

Describing the picture is a method that is very easy to play. The study can be maximum if the students use the five senses because they can be attractive to express something with their five senses. The five senses used by the students in describing the picture; they used eyes to saw the

picture, used ears to listen to what their partner said, used mouth to describe the picture. Aminatun and Oktaviani (2019) said that applying language learning applications in an English class can build the students learning autonomous skills and interestingly support their independent learning. Therefore, the writer hopes with using the describing picture, students can be more active in the class and improve their speaking skills.

2. Concept of Speaking

Speaking skill is one of the skills that have to be mastered by students in learning English. Speaking is an essential tool for communicating. There are four skills taught in teaching English. One of them is speaking.   Speaking is so much a part of daily life that people take it for granted. The average person produces tens of thousands of words a day, although some peoples, like auctioneers or politicians-may produce even more than that. Speaking skill can be described as the ability of a person to express his/her ideas and feeling in spoken language.

C. Research Questions

Based on th background of the study above, the research questions are formulated as follow:

1. How is The teacher implementation of Using Discribing Picture Students' speaking skill at Ten Grade of SMA MBS Zam-Zam Cilongok?

D. Objective of The Research

Based on the research question previously set out the report of this research aimed at finding out the following objective:

1. To explore how is the implementation of Describing Picture in students speaking skill at ten grade of SMA Muhammadiyah Boarding School Zam-Zam Cilongok.

E. Significances of the Research

The findings of the present research are expected to have both

theoretical and practice to the learning and teaching English, especially in teaching speaking and the researcher hopes that the results of this study can be used by the researcher, teacher, students, educational institution, and next researcher for the following.

1. Theoretically: The research is expected to give the formation in acquiring English this research also informs the readers that there are many ways for students to learn speaking.

2. Practically:

   This research can serve as referall sources or guidelines for authors as well as readers, especially teacher of English education in any institution (school/madrasa) The result of the study is expected to be as follows:

   a. For English teachers; this study can be propose as an alternative learning technique for English teachers by implementing picture, they can promote English speaking ability in the classroom and also solve the student's difficulty in speaking, and can to improve the teaching method of the teacher.

   b. For students; this study can be use to improve their speaking ability.

   c. For readers of this research: this research is expected to give contribution as a reference for other researchers who study the similar topic and purpose.

F. Definition of key Term

   Based on the title of the paper, the researcher would like to explain define the key terms are used.

1. Describing Picture

   Describing picture is one of the activities in teaching speaking English. In this activity students must describe pictures in front of the class. Every student gets one picture and must describe it. The purposes of this activity are to train students imagination and retell the story in speaking English. Students stated that they can overcome the constraints in the learning process of speaking activity through sharing in front of the

class.

It is in line with the findings of research conducted by Apriyanti & Ayu (2020) that the sharing technique is one of the cooperative learning strategies that promote student involvement in the classroom. Those are models that Solahudin offers to use in speaking class, and as the title of this research, the researcher chooses the last model. The researcher thinks that describing picture is suitable to improve students' speaking skill in descriptive text because the purposes of these activities are to train students imagination and describe something in speaking English. Usually, students can not speak anything because they have not an idea. The researcher hopes that pictures can help students to speak English because students will be easier to say when they see them. The writer will make this activity more attractive and make students get enjoy ment in the class

2. Speaking ability

Speaking is one of skills in learning is very important to process since speaking language learners to communicate each other and speaking is expresing ideas, opinions, or feeling to other by using words or sound articulation in order to inform that speaking the more important in studying and learning about language specially in English. Besides speaking in term of usages is oral communication in expressing ideas to their people as partner of conversation. It means the speaker can express his ideas through the language.

G. Previous Research Findings

In this research there are three previous researches related to this study.

The first is by Yusron Al Masykuri (2014) student of faculty languages and arts. In his thesis *"Efforts to improve Students speaking Ability at Grade X Smk Muhammadiyah 3 Wates by using Picture"*. He said that using pictures as a media can dramatically increase the amount of talking for individual student while he practices his speaking ability. It also gives them an opportunity to speak about something they know well, instead of describing something that is

new for them - thus building confidence in their own speaking ability.

The second is conducted by Devina Nizzu (2016), this research focuses on Improving Students Speaking Skills through Retelling Story by Using Picture Series. She conducts her research for the second gradestudents of SMAN 7 Bandar Lampung. The result of her research show that the students' mean score of pre-test is 59.16 and their score of posttest,after the implementation of retelling story by using picture series is 67.86, in which the gain amounted 8.70. It means that there is improvement on students' speaking skills after teaching through retelling story by using picture series. Retelling story by using picture series can improve students' speaking skills in five aspects, pronunciation, grammar,

The last is by Inta Aulia Asfa (2010). In her thesis "*The implementations of using Describing Picture to improve Students speaking skill in Descriptive Text*". The researcher chooses describing picture to teach speaking in descriptive text, because with describing picture the students will be easier to express their ideas. With the describing picture, they can reflect on image, when they see. So if they can express their ideas of course they will speak and teacher can know the purpose of student's mean.

Those are some findings about the use of describing pictures in improving students' speaking ability. Based on the statement above, it can be concluded that the describing pictures is a good models to the students. The difference of this research from the previous findings is this researcher more focus to improve students' speaking ability in terms of pronunciation and vocabulary, unlike the previous three studies where the first thesis focus on pictures to effort the students', the second thesis focused on descriptive test and the last thesis focused on pictures description.

H. Graduating Paper Outline

To do systematic research, that is necessary to classify the structure of this research. This research is divided into five chapters; they will explain as follow:

Chapter I presentd an introduction. This chapter is devided into eight major sections, the first background of the problems, the second is operational definition, the third is Research questions, the fourth is objective of the research, the fifth is significant of the research, the sixth is definition of key term, the seventh is review of previous studies and the last is guarding paper outline.

Chapter II explains literature review. This chapter id devided inti two major sections. It contains some theoris are used of this research. There are explanation about the describing picture mthod and speaking skill.

Chapter III consists of a research method that deals with the research design, time and place of the research, population, sample, instruments of obtaining data, techniques for collecting data, analyzing data.

Chapter IV present the research results, which discusses the Implementation of describing Picture strategy in speaking students ability.

Chapter V presents the conclusion and suggestion of the research. In this chapter the researcher concloudes and gives suggestions to the research.
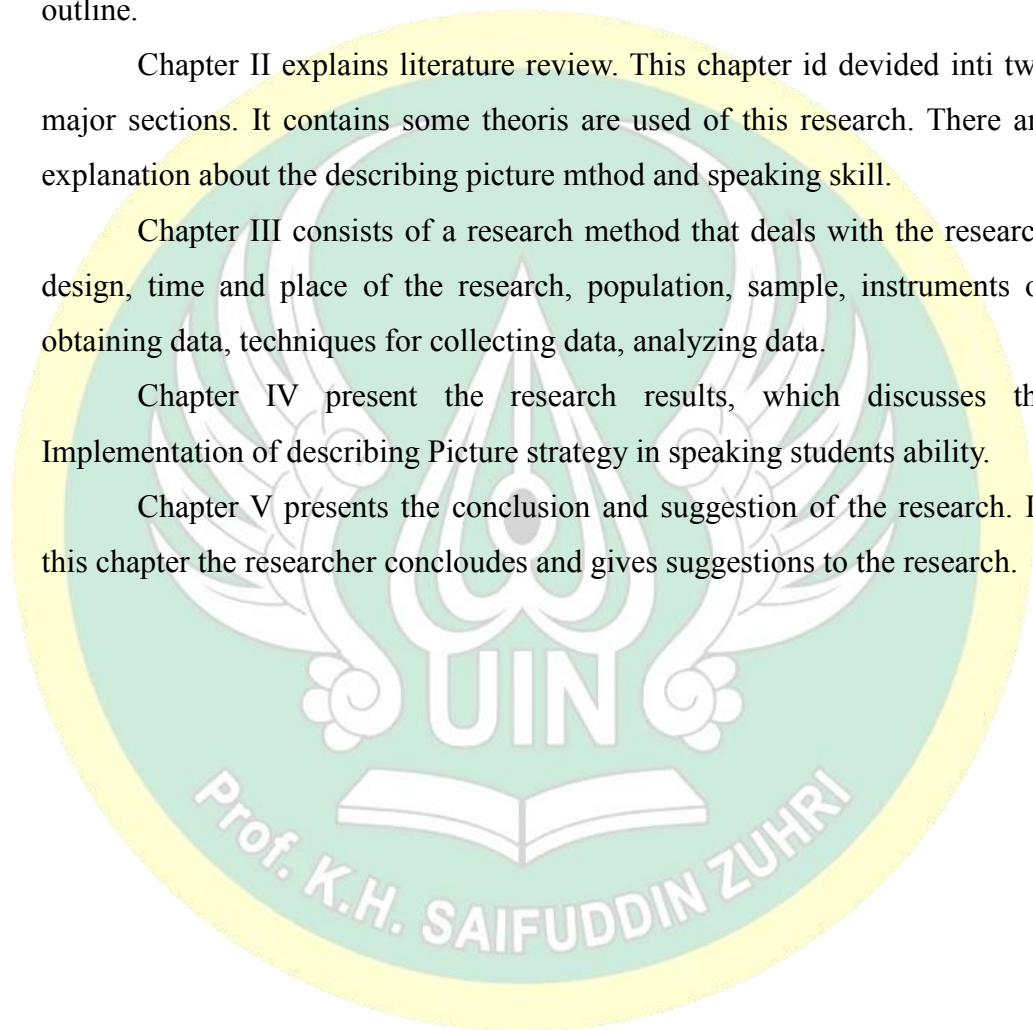
CHAPTER II
LITERATURE RIVIEW

A. The Concept of Speaking

In this section the discussion will be focused on review of speaking, skill of speaking, the importance of speaking skill in learning English, and models of teaching speaking, concept of describing pictures, types of pictures, preparations and procedures that used in describing pictures, the advantages of using pictures in teaching speaking.

Speaking is one of skills in lvarning language is very important to process since speaking enables language learners to communicate each other. Besides speaking in term of usage is oral communication in expressing ideas to their people as partner of conversation.

According to Grognet A.G in Jaya Nur Iman (2016) speaking skill is one of the skills that have to be mastered by students in learning English. Speaking is an essential tool for communicating. There are four skills taught in teaching English. One of them is speaking. Speaking is so much a part of daily life that people take it for granted. The average person produces tens of thousands of words a day, although some peoples, like auctioneers or politicians-may produce even more than that.

Another definition comes from Cameron (2001), She says tha speaking is about making people understand speaker's feeling and ideas by doing an act of communication using language. At the time people produced utterances, they deliver their meanings, feelings, ideas and desires. Speaking is also a multi-sensory activity because it involves paralinguistic features such as eye-contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation which affect conversational flow. From the definition above, it can be concluded that speaking is expressing idea, opinion, or feelings to other by using word to get inform or to entertain.

1. **Speaking**

Speaking skill can be described as the ability of a person to express his/her ideas and feeling in spoken language. Speaking has several components. The components are as follows Harris in Besti Yunanda Sari (2013)

Based on the Competency-Based Curriculum, speaking is one of the four basic competencies that students must master well. It has an important role in communication. Speaking can be found in the oral cycle, especially at the stage of Joint Construction of Texts (Departmen Pendidikan Nasional, 2004). In carrying out speaking, students face several difficulties, one of which is about the language itself. In fact, most of the students have difficulty speaking even though they have a lot of vocabulary and have written it well. This question makes students afraid of making mistakes.

Harmer, (in Tarigan, 1990:12) writes that when teaching speaking or producing skills, we can apply three main stages, namely:
a. Introducing a new language
b. Exercise
c. Communicative activities.

So far, speaking has only been considered as an implementation and variation, outside the real linguistic and linguistic realm. Linguistic theory largely develops in the abstraction of contexts of use and sources of diversity. Therefore, Clark and Clark say that speaking is basically an instrument act. Speakers speak to have a certain effect on their listeners. It is the result of teaching and learning expositions. Students' skills in conversation are a core aspect of teaching speaking, being a very crucial aspect in the success of language teaching learning if language functions as a system of meaning expression and speaking success is measured by one's ability to carry out conversations in language. We admit that there

are many supporting factors that influence the success of teaching speaking and there are many inhibiting factors why it does not work well.

According to Iskandarwassid and Sunendar (2011: 241), speaking skills on it's actually a skill produce articulation sound system currents for convey desires, feelings, needs, and desires of others. Based on some of the opinions above, it can be concluded that skills speaking is a person's ability to express ideas, or ideas verbally productive which is influenced by factors internal and external.

According to Grognet A.G (2016) in Jaya Nur Iman speaking skill is one of the skills that have to be mastered by students in learning English. Speaking is an essential tool for communicating. Another definition comes from Cameron (2001). She says that speaking is about making people understand speaker's feeling and ideas by doing an act of communication using language. At the time people produced utterances, they deliver their meanings, feelings, ideas and desires.

There are four skills taught in teaching English. One of them is speaking. Speaking is so much a part of daily life that people take it for granted. The average person produces tens of thousands of words a day, although some peoples, like auctioneers or politicians-may produce even more than that. According to Richard and Renandya (2002), speaking is an important feature of communication. the skills that one uses in his social interactions with others from the moment they wake up until the moment they go to sleep Thornbury (2005) To sum up, speaking is essential because people can hold discussions, come up with ideas, and share knowledge by using it.

Speaking skills are important in education. It has the potential to encourage students to improve their eagerness to learn English. The objectives for teaching speaking will rely on the goal, which is to provide both fluency and precision, demonstrating motivational strategies, motivating the use of language form in creative ways, offering adequate advice and feedback, and using the common connection among both

speaking and listening by giving opportunities to the students to take the initiative and encouraging the development of speaking Brown (2004)

Another definition comes from Cameron, She says tha speaking is about making people understand speaker's feeling and ideas by doing an act of communication using language. At the time people produced utterances, they deliver their meanings, feelings, ideas and desires. Speaking is also a multi-sensory activity because it involves paralinguistic features such as eye-contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation which affect conversational flow.

From the definition above, the researcher can conclude that speaking is an activity inwhich the speaker produces utterances to xpress his/her deas in order exchange information, so the listener understands what the speaker means. It can be concluded that speaking is expressing idea, opinion, or feelings to other by using word to get inform or to entertain.

2. **Skill of speaking**

Skill of Speaking Brown in Yusron Al Masykuri (2014) proposes a list of micro skills for oral communication which focus on both the form of language and the function of language. They are mentioned as follows:

a. Produce chunks of language of different lengths.
b. Orally produce differences among the English phonemes and allophonic variants.
c. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
d. Produced reduced forms of words and phrases.
e. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
f. Produce fluent speech at different rates of delivery.
g. Monitor your own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking-to enhance

the clarity of the message.

h. Use grammatical word phrases (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

i. Produce speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentences.

j. Express a particular meaning in different grammatical forms.

k. Use cohesive devices in spoken discourse.

l. Accomplish appropriately communicative functions according to situations, participants, and goals.

m. Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistic features in face-to- face conversations.

n. Convey links and connections between events and communicate such, relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

o. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.

p. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

3. **Functions of Speaking**

According to Richards in humans daily lives, people use speaking to emplay three major functions, spvaking as interaction, spvaking as transaction, as well speaking as perfomance.

a. Speaking is an interaction

Speaking is interaction is commonly found in our real social lives in terms of interpersonal dialogues or conversations.

4. Purpose of Speaking

The main purpose of speaking is to communicate. In order to be able to convey thoughts effectively, the speaker must understand the meaning of everything you want communicated. According to Tarigan (2008: 16) stated that basically speaking has three general goals, namely: notify and report, entertain and

entertain, persuade, invite, urge and convincing.

According to Saddono and Slamet, (2014: 58) the main purpose of speaking is to communicate. In order to be able to convey thoughts, ideas, feelings, and will effectively, the speaker should be understand the meaning of everything that binin communicated.

According to Mujianto, et al (in Vitta, 2016:11) generally speaking purpose are as follows:

a. To give encouragement. The speaker is said to be pushing if he trying to inspire,

b. arouse passion and emphasis bad feelings, as well show respect for devotion.

c. To cultivate confidence. Speakers who have goals such as this usually wants to influence belief or mental or intellectual attitude towards the listener. The tools used are based on strength argument made by the speaker. Therefore, usually the speaker in

d. speaking with evidence,concrete facts and examples.

e. To do or act. A speaker with a purpose like this usually takes physical action or para reaction listener. The basis of action is the belief that has been depth or burning emotion.

f. To notify. Oral presentation aimed at usually the speaker when you want notify or convey something to the listener so that they understand something. The reaction that

g. desired from the description of this type is that they understand something. Reaction

h. What is desired from this type of description is so, that his listeners can correct understanding, add unknown knowledge or felt less.

i. For fun. When a speaker has mean to please listeners in a meeting, then the goal is fun.

Humor is a very important tool in this kind of presentation. for things it's a freshness and authenticity of ingredients talk is a very important.

5. **Aspects of Speaking**

Speaking is an interactive process where information is shared, and if necessary, acted upon by the listener. So, it is important to developed both of speaking and listening skill in order to communicative. According to syakur(1987 p.3) there are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronounciation, and fluency.

a. Grammar

English grammar is different from Indonesian grammar. English has many tenses which are not found in Indonesian grammar. So, in speaking one should master and know exactly grammar if they want to talk smoothly. If the speaker makes mistakes in grammar when communicating with other people, it can make the listener miss understand what the speaker says.

Grammar is the method for getting sorted out the words into the associate sentence, this is critical that in the event that the speakers can dominate syntax to coordinate the words so the speakers additionally effectively to communicate in English well.

According Hornby in Besti Ayunda (2013) Grammar is how to combine words to be a good sentence. Because grammar is one of the components of speaking, the listeners ability to understand what the speaker says in part determined by his grammar mastery.

Speakers and listeners, authors and their audiences must

function in like systems in order to understand one another. In other words, a language without grammar is like a pile of bricks without mortar to hold them together. While the basic components are present, they are, for all intents and purposes, useless

b. Vocabulary

Vocabulary is a basic element in language. Vocabulary is singgle world, set phrases, phrases verbal and idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible.

In learning English, when if we want to say something, one thing that should be mastered and known is word. If we have many vocabularies, it can help us to express our ideas and combine sentences into other sentences.

c. Pronunciation

In speaking, we should master of pronunciation because it will influence the meaning of words. English has differences in writing and pronunciation. In English, the pronunciation of word is not similar with written text and each of the words that are pronounced has different meaning. If we are wrong in pronouncing the words, the meaning will be different and make the learner difficult to understand Intonation in English can change the kinds of word.

According to oxford dictionary in Mansyur (2011), pronunciation is the way in which a language or particular word or sound is Syafei in Besti Ayunda Sari (2013) states that pronunciation involves two processes: the recognition of sound and the production of sound. Therefore, the learners must know how to pronounce that language appropriately. There are several reasons why we must master pronunciation well in learning English. Pronunciation is the important component of language. Therefore, it is necessary if the students have a good pronunciation because if they have a good pronunciation so their speaking will be understandable.

In view from the definition, pronunciation is an important part of language. Therefore, it is important to assume that students have good pronunciation because, in this case they have good fluency so that their speech can be justified.

The writter conclude that pronounciation is the way for students to produce clearer language when they speak. And pronounciation as an essential aspect of learning t speak a foreign language. If a students does not pronounce a word correctly, it can be very difficult to understand him/her. On the other hand, if students mistake in a verb tense, the listener still has an idea of what is being said. So it can be seen that good pronounciation is vital if a students is to b undererstood.

They are as follows:

1) English has differences in writing and pronunciation. In English, the pronunciation of word is not similar with written text and each of the words that is pronounced has different meaning, and other people will understand us more easily when we speak.

2) Intonation in English can change the kinds of word. I it is separated one by one, it will show the other meaning. It means that if the intonation cannot spell correctly, the meaning of the sentence will confuse and change the meaning, and the listener more easier to hear English sounds better.

Based on the definition above it can be conclude the pronunciation is an important think in speaking English. Pronunciation can influence the meaning of the words. she or he speak and not appropriate pronunciation, the listener cannot understand his/her say.

d. Fluency

Fluency can be defined as the ability to speak fluentlyan accurately. Accordi ng to Longman Dictionary, fluency is speaking, writing, or playing a musical instrument in an easy or smooth manner. Fluency in speaking is the aim of many language learners.

According to Wallace (1978:98), shows that oral practice (talking) becomes meaningful for students when they have to pay attention to what they are saying. As a result, students gain a better understanding of how to speak or express their ideas fluently with proper vocabulary and good or acceptable pronunciation.

According to Harris, Fluency is the case and speed of the flow speech. It means that it exerts a significant influence of the communication between the the speakers and listeners. If the speaker speaks with great difficulty, the listener does not understand and perhaps give irrelevant response to what the speaker says.

There are four characteristic of fluency activity:

1) Tasks ate often simulated real like situation.
2) Texts are usually used as they would be in real life.
3) Performance is assessed and how well ideas are expressed or understood.
4) The facts are usually whole pieces of discourse: conversation, stories, etc.

Concerning to the explanation above, the important thing in speaking class is to ask the students to speak and the teacher gives correction whether the students can master or not the subject in speaking class.

e. Comprehension

The last element of speaking is comprehension or understanding in speech or writing. Comprehension is discussed by both speakers because comprehension can make people getting the information they want. Comprehension deffined as the ability to understand something in a natural way comprehension of the subject or as the knowledge of what a situation is really like.

It show that in speaking ability there are some important elements that we have to consider in order to be a good speaker. They are pronounciation, grammmar, vocabulary, fluency, and

comprehension.

6. **The Importance of Speaking Skill in Learning English**

According to Boyd in Sari (2013) speaking is a activity of presentation information from the speaker to the listener. In learning English, speaking is important to support students' ability to use the language. As one of language skill, speaking has given an important contribution to human work. The important speaking can be seen in people daily activities and business activities. Speaking is an interactive task and it happen sunder area time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought. As skill that enables people to produce utterances, when genuinely. communicative, speaking is desire (and purpose driven), in order words they genuinely want to communicative something to achieve particular end.

7. **Types of Speaking**

The main purpose of speaking is to communicate. Speaking is a important tool to communicate or to deliver mind things about what the speakers will be said with their society**.** This is why, speaking is very important. Basically, there are three aims of sepaking (Tarigan, 2008:30-36) namely :

a. To inform

To inform means that the speaker want to inform and share ideas, information, process feeling or opinion to the hearer and give knowledge as well in particular purpose (Tarigan, 2008:30). In this case, the speaker just want to inform about a fact.

b. To entertain

To entertain means that the speaker want to make the hearer feels happier with the materials which are selected primally based on their entertainment value (Tarigan, 2008:32). For example when the teacher told about story to the students, the parents told the funny story

to their children. By doing it, speaking will be more interesting to be heard by the listeners.

c. To persuade

  To persuade means that the speaker tries to confirm the hearer to do something in certain activity (Tarigan, 2008:35). The teacher has to make a good teaching to the students by giving them example in delivering material. From the example, the students can be undersatnd the mindset the lesson and be active to join the lesson. The activities need the actions to make the listener interested to perform the actions in which the speaker wants.

d. To discuss

  To discuss means that the speaker wants to discuss something because the purpose of speaking is to make some decisions and planning (Tarigan, 2008:36). Discussion activity is believed to get more attentation from the students because they have to solve a proplem from the task which is given by the teacher.

  According to Brown (2004 : 141) there are five basic of speaking, they are:

a. Imitative Of Speaking

  Imitative of speakingis ability to simply parrot back (imitate) a word or phrase or possibliy sentence. Its mean listener follows the speaker, what speaker says is what the listener says, in other word, there is repitition for both sides.

b. Intensive Speaking

  Intensive speaking is the production of short stresses of oral language disagned to demonstrateive competence is a narrowband grammatical, phrasal, lexical or phonological relationship. The speaker must be aware of semantic properties in order to e able to respond, but interaction with interlocutor test administration is minimal at best. Its means speaker must know the meaning of what the other speaker said

to him/her so he/she can respond well and there is nothing miscommunication between them. The example of intensive speaking is directed respond task, reading aloud, sentences and dialogue completion.

c. Responsive Speaking

Responsive means racting quicly and positively to something. Responsive speaking means the interaction and the test comprehension but somewhat at limited level of very short conversation, standart greating nad small task, simple request and comments and the like. For example, question and answers, giving direct instruction and phrasing.

d. Interactive Speaking

The different between responsive and interactive speaking are the lenght and complexity of the intercation, which sometimes includes multiple exchanges or participants, it can take two forms, they are:

1) Transactional language which has the purpose exchanging specific information.

2) Interpersonal exchanges wich has the purpose of maintaining social relationship. Here, oral productions can become pragmatically complex we need to speak in casula register and use colloquial language, ellipses, slang, humor and other sociolinguistic conversation.

e. Extensive Speaking

In Exstensive speaking, the language style is frequently more deliverative (planning is involved) and formal for extensive task,but we can not rule out certain informal monologue such as casually delivered speech, for example oral presentation, story telling, and other.

8. **Models of Teaching Speaking**

The average people who wants to learn the English language, most certainly they have the same reason. They can speak English language, they learn to the English language to try how the speaking English

language. Usually, the failure of learning speaking causes bored situation in the class, unattractive, less fun, and silence in the class. There are many media of learning speaking.

According to Solahudin (2009), there are some models of learning speaking as follows:

a. Main class and study club

It is better for meeting with the teacher in the class twice a day. The first meeting is called the main class and the second meeting is called a study club. The main class is meeting with the teacher, that the teacher as students' advisor in the class. The teacher has an important character in the class. All activities in the class depending on the teacher.

Study club is a group of learning, it held to repeat the material study in the class by senior. Because the senior is not a teacher, so the students more enjoy, active Make some questions and practices speaking with the senior. The activities in the study club are not different from the main class, because the reason for the study is to explain material learning (Solahudin, 2009).

b. Conversation on the way

Conversation on the way is one of the activities in speaking class. The function is to bored disappear in the class. The students can share their daily activity with the friends. So, the students feel the conversation more clearly, attractive, and Comfortable.

c. Discussion group

A discussion group is one of the activities in speaking class. Discussion in speaking's the program only talking about an easy topic. Because this discussion just to train the students to speak English. The purpose of the discussion is to train the students to speak English more clearly.

d. Describing picture.

Describing pictures is one of the activities in teaching speaking English. In this activity, students must describe pictures in front of the class. Every student gets one picture and must describe it. The purposes of this activity are to train students' imagination and retell the story in speaking English. Students stated that they can overcome the constraints in the learning process of speaking activity through sharing in front of the class. It is in line with the findings of research conducted by Apriyanti & Ayu (2020) that the sharing technique is one of the cooperative learning strategies that promote student involvement in the classroom.

Those are models that Solahudin offers to use in speaking class, and as the title of this research, the researcher chooses the last model. The researcher thinks that describing picture is suitable to improve students' speaking skill in descriptive text because the purposes of these activities are to train students' imagination and describe something in speaking English. Usually, students can not speak anything because they have not an idea. The researcher hopes that pictures can help students to speak English because students will be easier to say when they see them. The writer will make this activity more attractive and make students get enjoy ment in the class.

9. **Teaching Speaking**

Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple. Tarigan in Shohib (2012) defines that speaking is a language skill that is developed in child life, which is preceded by listening skill, and at that period speaking skill is learned. It means that speaking is basic language. The goal of teaching speaking skills is to communicate efficiency.

According to Hornby in Shohib (2012) teaching means giving the instruction to (a person): give a person (knowledge skill, etc). while speaking means to make use of words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate.

a. Instruction to teach speaking

1) There are some instructions to teach speaking consist of: Pair students up when doing a speaking activity. This often make students feel more comfortable and not too self-conscious of their language abilities.

2) Give a time limit with most speaking activities. Ten minutes is the maximum for most activities. Gradually, aim for activities that involve more of a dialogue and interaction based on authentic topics.

3) Start with very small activity and then work your way up. Brainstorming is a good activity for all levels because each student can participant at the level she or he feels comfortable with. Wherever possible use lots of pictures especially for lower level performing students or very young students.

10. **The Assessment of Speaking**

Speaking skill is generally recognized in analysis of speech process are pronounciation, grammar, vocabulary, fluency and comprehension. Speaking is a complex skill requiring the simultaneous use of different ability which often develops at different roles. Here the oral score proficieny scoring categories in speaking skill(brown, 2004: 172-173). It can be seen on the tables below:

Table 1.1
Oral proficiency scoring categories grammar score
Score Proficiency Description

No.	Proficiency Description
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attemping to speak his language.
2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.
3	Control of grammar is good. Able to speak the language with sufficient sctructural accuracy to participate effectively in most formal and informal conversations on practical social, and professional topic.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Eror in grammar are quite rare.
5	Equivalent to that of an educated native speaker.

Source: Brown. 2004. *Language Assessment Principles and classroom practice*. New York: Pearson Education, Inc.

Table 1.2
Oral proficiency scoring categories vocabulary score

No.	Proficiency Description
1	Speaking vocabulary inadequate to express anything but the most elementary needs.
2	Has speaking vocabulary sufficient to express him simply with some circumlocutions.
3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that be rarely has to grope for a words.
4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
5	Speech on all levels is fully accepted by educate native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

Source: Brown. 2004. *Language Assesment Principles and classroom practice*. New York: Pearson. Education, Inc.

Table 1.3
Oral proficiency scoring categories comprhension

No.	Proficiency Description
1	Within the scope of his very limited language experiences, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
2	Can get the gift of most conversations of non-technical subject.
3	Comprehension is quite complete at a normal rate of speech.
4	Can understand any conversation within the range of his experience.
5	Equivalent to that of an educated native speaker.

Source: Brown. 2004. *Language Assessment Principles and classroom practice.* New York: Pearson Education, Inc

Table 1.4
oral proficiency scoring categories fluency

No.	Proficiency Description
1	(No specific fluency description refer to other four language areas for implied level of fluency)
2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
3	Can discuss particular interest of competence with reasonable ease.
4	Able to use the language fluently on all levels normally pertinent to profesional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

Source: Brown. 2004. *Language Assessment Principles and classroom practice.* New York: Pearson Education, Inc.

Table 1.5
Oral proficiency scoring categories pronunciation

No.	Proficiency Description
1	Errors in pronounciations are frequent but can be understood by a native speaker used to dealing with foreign attempting to speak his language.
2	Accent is intelligible though often quite faulty.
3	Errors never interfere with understanding and rarely distrub the native speaker. Accent my be obviously foreign.
4	Errors in pronounciation are quite rare.
5	Equivalent to and fully accepted by educated native speaker.

Source: Brown. 2004. *Language Assessment Principles and classroom practice*. New York: Pearson Education, Inc.

Table 1.6
Oral proficiency scoring categories task

Score	Proficiency Description
1	can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements.(should be able to order a simple meal, ask for shelter or lodging, ask and give simple directions, make purchases, and tell time).
2	Able to satisfy routine social demands and work requirements: needs help in handing any complication or difficulties.
3	Can participate effectively in most formal and informal conversations on pracitical, social, and professional topicts.
4	Would rerely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language.
5	Speaking proficiency equivalent to that of an native speaker.

Source ; Brown.2004. *Language Assesment Principles and classroom practice*. New York: Pearson Education, Inc

B. Definition of Describing Picture

1. Definition of Picture

In webster NewWorld Dictionary, Describe is saying whta somebody or something is like. Describing picture is one of activity in learning english activity. Describing picture not only can be used in writing class but also in speaking class. In writing, teacher usually give a picture to the students and

ask them to describe what they are look from the picture and write their opinion in a piece paper, but in speaking teacher usually give a picture to each students and ask them to describe it one by one in front of the class or make a small groups. This method is to make the students easier to describe something, and make the learning process more enjoyable.

Picture is one the visual aids, and picture are used to support and help a teacher to interest the students because it is considered as a part of visual aids that have many functions in the teaching process, and picture is one of teaching and learning media as a media of two dimensions. Picture is a effective visual instrument, because it can apply things realistically. It means that the contents of picture is similar with the fact or really situation.

According to solahudin Describe picture is one activity in learning how to speak in speaking english. In this activity students must describe picture in front of the class. Every students gets one picture and the students he/she must describe the picture, and the students imagination and retell stories in speaking English.

Describing picture is one of activity in teaching English. In this activity, students must describe pictures in front of the class. Accordig to Solahudin (2009), describing picture is useful for training students imagination and retell about the picture. In this activity, every students gets one picture and they have to discribe it. The discribe is a genre which has social function to discribe a particular person, place or thing. Points out that the students to produce oral compositons by showing them a series of picture, miming a story, or playing them a tape with a series of sounds. Therefore describing picture in teaching learning process absolutely enables the students to achieve the lesson.

According to Hill (1990;6) the use of picture can motivat the students, mak them want to pay attention and want to take a part. Picture also contribut to the context in which language is being used, it can be describe an objective way or interpreted subjectively. Pictures can stimulate and provide information to be reffered to in conversation, discussion and story telling.

There are some reasons why picture helpful in teaching English vocabulary, pictorial material can be used to supplement whatever the textbook teacher is using, also picture can be used to provide more practice of the execises that students have done using the text book. Also allows for practicing the meaning of vocabulary presented by the teacher. There are also some advantages of pictures uses such as, pictures ar cheep and widely avaible, everyone can get them in any magazine, internet or books and picture are flexible, it easly kept, useful for various types of activities. Using picture also can help th studnts to stay on focus attention and develop critical judgement and also picture are personal, the teacher choose the picture by themself.

Describing pictures is one of the activities in teaching speaking English. In this activity, students must describe pictures in front of the class. Every student gets one picture and must describe it. The purposes of this activity are to train students' imagination and retell the story in speaking English. Students stated that they can overcome the constraints in the learning process of speaking activity through sharing in front of the class.

According to jeremy harmer, picture can be in form of flash card, large wall picture, cue cards, photographs or illustration, and projected slide.

a. Flashcard

It is a small card which teacher can hold up for students to see. Flashcards are particularly useful for drilling grammar items, for cueing different sentences, or practicing vocabulary.

b. Large wall picture**.**

It is a big enough for everyone to see detail. Some time teacher use large wall pictures, when pointing to detail of a pictures to elicit a response.

c. Cue Card**.**

It is a small card which students use in pair or group work. Teacher put students in pair or groups and give them some cue cards so

that when a students picks up the top cue card in a pile he or she has to say a sentence that the card suggests.

d. Photograph or illustration**.**

It is a photo or image that depicts a situation or people in action. The teachers use it to make the situation or the action bclear. Photograph can be found in the book, newspaper, magazine, etc.

e. Projected slide.

In the multimedia class, the teachers also use it. Sometime the teachers use it to show the images in the big form.

Several definition of describing have been given by different writers such as :

a. Give a description
b. To give an account or representation of in words.
c. Make a mark or lines on a surface
d. Identify as in botany or biology
e. Relate, tell, report, present, detail, explain, express, illustrate, set out, specify, chronicle recount, recite, impart, narrate, ser forth, give an account of, put in words.

Describing the picture is a method that is very easy to play. The study can be maximum if the students use the five senses because they can be attractive to express something with their five senses. The five senses used by the students in describing the picture; they used eyes to saw the picture, used ears to listen to what their partner said, used mouth to describe the picture. Aminatun and Oktaviani (2019) said that applying language learning applications in an English class can build the students learning autonomous skills and interestingly support their independent learning. Therefore, the writer hopes with using the describing picture, students can be more active in the class and improve their speaking skills.

Describing picture is one activity, the students must describe the pictures in front of the class in front of their friends. Every students get one picture and their must describe it althaugh describe just a litle. The

purpose of this ativity are to train students imagination and retell stories in speaking English (Solahuddin, 2009: P.99).

To be a success in teaching by using describing picture strategy, some preparations and procedure are needed to give regulations to the students, so that the students can understand the activity"s rule. Preparations and procedures that are used in describing the picture as follows:

a. Preparation

The writer must prepare material that is used in describing the picture strategy. The preparations are: select the material from magazines, the internet, books, any pictures which show several different objects, the objects should be clear in shape. It is amusing if the objects are bizarre in some ways (Wright, 1983).

b. Procedures.

There are some procedures of describing the picture to teach speaking especially in descriptive text, they are:

1) Let the class work in pairs.

2) Give each pair two different picture. Tell them not to look at each other pictures.

3) Ask them to compare their picture with the original(Wright, 1983).

4) Ask A to describe his or her picture and ask B to draw it. Ask B to do the same as has finished drawing.

There are preparation and procedures of discribing pictures can mak the students more active and not boredom in the class. Based on the procedures and preparation dscribing th picture is one of useful and successsfull strategies for improving students speaking skill. Then the practice of speaking can lead to meaningful communication than only memorizing.

2. **The Advantages of Using describing Pictures**

A picture is an excellent media in which this can be done pictures arouse play fullness to the students because pictures are interesting. The

provide variety of fun and games, furthermore, it also means that use of pictures may offer parallel opportunities both for teachers students and students interaction.

Gerlach and Elly (1980:277) state the advantages of using picture as follow:

a. Pictures are inexpensive and widely available. The teacher can find picture easily, for example in the books, magazine, and newspaper, etc.

b. Pictures provide common experiences for an entire group of students. It means by using picture, teacher can involve all of students in his or her class.

c. Pictures can help prevent misunderstanding. It means by using pictures, teacher can explain the new vocabularies to his or her students easily, so it prevents misunderstanding between students perception and teachers' perception.

d. Pictures help the students to focus attention to the subject and make students active.

And according to Arief S Sudarman and this friends (1990:29-31) the advantages of picture media are as follows;

a. Concrete, picture or photos are more realistic showing the main problem compard to vrbal mdia alon.

b. Pictur can ovrcoms th limitations of space and time. Not all objects orevents can be brought to class, and not always; children are brought to the object/event, for that picture or photo can handle it. Events that happened in the past, yesterday or even a minute ago sometimes we can not see what they arv like pictures or photos are very useful in this case.

c. Picture or photo media can overcomes the limitations of our observations. Cells or cross-sections of leaves that we might not see with the naked eye can be presented in the form of picture or photographs.

d. It can clarify a problem, in any field and for any age level, to prevent and resolve misunderstandings.

e. Cheap and easy to get and use, without the need for special equipments.

In webster New World Dictionary, describe is one of activity in learning speaking English in this activity the students pratice in front of the class or discussion with their friends, every students gets on picture and must describe it. The purpose in this activity is to training the students imagination and retel the story in speaking English language. This method is make students easier in english learning especially when the students to discribe something, and make learner process more enjoyable.

This Method is very easy to play it, and very stuitable in learning spaking, if the students are given describing picture, maximum used their time five sense, because they used eyes to saw the picture, so the researcher hope with using dyscribing picture students more acive in the class.

To be a succes in teaching by using describing picture strategy, there is the preparation and procedure are needed to give regulation to the sudents, so that the students can understand the activities rules. The preparations and procvdures that are used describing picture as follow;

a. Preparation

If wants this strategy more inteesting the reseacher must prepare the materials that used in describing picture strategy, before give the strategy to the students.and there are some preparation are: the material from magazines, books, internet, any picture wich show a number several different object, the object should be clear in shape and the pictures should preferably. Alternatively, the language can be limited if the original is a sample line drawing or the language may be specialized if the original is a technical diagram.

b. Procedures

There are some procedures of describing pictures to teach speaking in descriptive text, they are:

1) Let the class work in pairs.

2) Give each pair two different pictures. Tell them not look at each other's picture.

3) Ask A to describe his or her picture, and ask B to do the same as what A does after B has finished drawing.

4) Have them to compare their pictures with the original.

These are the preparation and procedures of describing pictures can crate students being more active and there is no bored in the class. Based on the preparation and procedure, describing the picture is on of the useful and succesful strategies in students speaking, then this practice of speaking can lead to meaningful to communication than only emorizing (Wahyudin 2017)

3. **The disadvantages of picture**

According Arief S Sudarman and his friends (1990:29-31), in addition to these advantages, pictures have some disadvantages, as follows:

a. Pictures or photos only emphasize the perception of the sense of the eye.

b. Pictures or photographs that are too complex are less effective for learning activities.

c. The size very limited for large groups.

And the teacher said the weaknes of using Describing picture is first the teacher needs an extra time to prepare picture, the second is theacher should gived handout the photocopied the pictures to students.

CHAPTER III
RESEARCH METHODOLOGY

This chapter describe the process of research to discover the answer to the research question, as formerly stated in chapter one. This discussion of the type of research, the setting of the research, sources of the data, the techniques of collecting data, the techniques of analyzing data, and the trust worthiness of data.

A. Types of Research

This research was filed research with the type of research was included in Qalitative research. It contains of description and information about the implementation of describing picture in students spaking skills at ten grades of SMA Muhammadiyah Boarding School Cilongok

According to Klinker (1986, in Sukardi, 2003: 3), Research is a discovery process that have a systematic characteristic, control, empiric, and base on theory and hypotheses or a temporary answer. Though, the method in ways that help us to do something for raise our gold, therefore method of the research is a way to get the solution to get an answer of some question or solving some problem which plan and systematically. The research method is very important in research because it can show the result of the research clearly.

According to Alison and Susan (2005) the term qualitative research is associated with a range of differents methods, perspectives and approaches. As Mason (1996) pointed out, "qualitative research-whatever it might becertainly does not represent a unified set of techniques or philosophies, and has grown out of a wide range of intellectual and disciplinary traditions. For the purposes of this chapter, we attempt to present a general definition of qualitative research in the second language field and to outline several of its key characteristics. Briefly defined, the term qualitative research can be taken to refer to research that is based on *descriptive* data that does not make (regular use of statistical procvdures).

The characteristics of this research used descriptive qualitative. Descriptive research is scientific research which the purpose to picture out the phenomenon. Qualitative research is exciting and important. It is highly rewarding activity because it engages us with the thing that matters, in ways that matter (Mason, 2002:1).

Qualitative research is oriented towards analyzing the concrete case in their temporal and local contexts. Therefore, qualitative research is in a position to design ways, for social sciences, psychology, and other fields to make concrete the tendencies. Qualitative research is a helpful way. It can provide the starting point and basis for doing your own empirical (Flik, 2014:22). This research was intended to describing picture in SMA Muhammadiyah Boarding School Zam-Zam Cilongok.

In this resarch, the resarcher obsreved how the implementation of describing picture strategy towards students speaking skills. After that, the researcher described and analyzed about the implementation describing picture in students speaking skills. In conclusion, the researcher used qualitative research because the data contains of explanation, description, and th interpreation about the implementation of describing picture strategies in students speaking skills at ten grade of SMA Muhammadiyah Boarding School Cilongok.

B. **The Setting of the Research**

The researcher conducted the research in SMA Muhammadiyah Boarding School Cilongok at 10 grade from December 2019 until may 2022. This school is located in Jl. Masjid No. 9 Cilongok Pernasidi, Cilongok, Banyumas Central Java. In this school every day using English language and Arabic language, the students graduated of SMA Muhammadiyah boarding School Zam-Zam Cilongok, most of the students accepted in Universities in the country and abroad. In this accordance wich one of the school goals, is to improve the academic abilities and motivated the students to continue the

study to the college. The general description of SMA Muhammadiyah Boarding School Zam-Zam Cilongok

SMA Muhammadiyah Boarding School Zam-Zam Cilongok is one of state High Schools in central java Province, Indonesia. It is as high school in general in Indonesia during school education at SMA Muhammadiyah Boarding School Zam-Zam taken three years, ranging from class X to class XII. This school was founded in 2012. This school is located on Jl. Raya Pernasidi Cilongok Rt 01/05 Cilongok, Central Java.

C. **Sources of the data**

1. Subject of the research

   The subject of the data of the research in this research are from

   a. English teacher of SMA Muhammadiyah Boarding School Zam-Zam Cilongok.

   b. Students of 10 grade of SMA Muhammadiyah Boarding School Zam-Zam Cilongok.

2. Object data source

   The object of the research is the implementation of describing picture strategis in students speaking skills at ten grade of SMA Muhammadiyah Boarding School Zam-Zam Cilongok.

D. **The technique of Data Collection**

Technique collecting of data is the principle of way in research because the main purpose is getting the data. Here is the data collection technique along with the research instrument used in this research:

1. Observation

   According to Creswell (2009), qualitative observations are those in with the researcher takes field noteson the behavior and activities of individuals at the research site. In these field notes, the researcher records in an unstructured or semi-structured way (using some prior qustions that the inquirer wants to know), activities at th research site. Qualitative

observers may also engage in roles varying form a non-participant to a complete participant.

According to Nicholas (2004) observation is a basic data collecting activity for many branches of research, particularly the natural and technical sciences, for examples, observing the result of experiments, the behavior of models, the appearance of materials, plants and animals. It is also useful in the social sciences, where people and their activities are studies.

According to Alison and Susan (2005), as Mason (1996) noted, observation usually refers to methods of generating data which involve the research immersing [him or herself] in a research setting, and systematically observing dimensions of that setting, interactions, relationships, actions, events, and so on, within it" (p.60).

When collecting data using techniques, researchers aim to provide careful descriptions of learner's activities without unduly influencing the events in which learners are engaged. The data are often collected through some combination of field notes (which can involve detailed impressions of the researcher's institutions, impressions, and even questions as they emerge) and audio or visual recording (which allow the researcher to analyze language use in the data consideration).

In observation activities, the reseacher only observes and monitors the teaching learning which is done by the English teacher and his students. Research instrument that used in the observation is field note which is the researcher will make notes all the process and learning activities that teacher and students do.

2. Interview

According to Neuman (2014), the interview is a short-term, secondary social interaction between two strangers with the explicit purpose of one person getting specific information from to other.

According to Creswell (2019) in qualitative interviews, the researcher conducts face-to-face interviews with participants. Interview

participant by telephone, or engages in focus group interview. These interviews involve unstructured and open-ended questions few and intended to elicit views and options from the participants.

As the supporting data, the researcher also did an interview with the English teacher and the students about implementing of describing picture strategis in students speaking skill. Research instrument is written for interview. In this research, the purpose of the interview is to analyze how the teacher when teaching using describing picture strategis in students speaking skills, and how the students give the response when the teacher give some picture to the students that they teacher apply in English classroom. The instrument of the interview that will be used in this research is the structured interview. The sctructured interview which is the content and procedures are organized in advance. This means that the sequence and wording of the questions are determined by means schedule and interviewer is left little freedom to make modifications.

According to Sugino (2012: 194), the Interview method is data collecting techniques used by the researcher to conduct a preliminary study to find problems that should be investigated and if researchers want to know the things of the respondents deeper and the total of respondents or a little bit. there are three kinds of the interview as follow:

a. Unstructured interview: In this type of interview, the interviewer carries out the interview with no systematic plan of questions.

b. Structured interview: The interviewer carries out th e interview by using a set of questions arranged in advance.

c. Semi-structured interview: The interviewer uses a set of questions, which.

3. Documentations

According to Creswell (2019), during the process of research, the investigator may collect qualitative documents. These may be public documents (e.g., news papers, minutes of meetings, official reports) or private documents (e.g., personal journals and diaries, letters, e-mail).

According to Sugiono (2017), documentation is a record of past events. Documents can be in the form of writing, pictures, or monumental works from someone. Documentation in the form of writing are diaries, life histories, stories, biographies, regulations, policies, documents in the form of images are photos, love images, sketches and others.

Based on the explanation above, the researcher was took the data documentation from this school as follow, the process of the implementation of describing picture strategis in students speaking skill. These data relatively easy to obtain, because of the data is ussualy stored well in school. The values can be used as an additional data to support other data obtained by the observation and the interview. In this research thv researcher was collected the data with document susch as, lesson plan, syllabus, documentation about the implementation of describing picture strategies in students speaking skill at ten grade of SMA Muhammadiyah Boarding School Zam-Zam Cilongok, and tc.

E. Data Analysis Technique

Data analysis technique is an attempt to provide an interpretation of the incoming information, then it is arranged in certain theoretical sentences. Information analysis is the process of systematically finding and compiling information obtained from field notes, interviews and documentation, by organizing the information into categories, describing it into units, synthesizing, compiling into a pattern, choosing which ones are important and studied. themselves and draw conclusions so that they are easily understood by themselves or others.

According to Sugiono (2017), data analysis in qualitative is carried out when the data collection takes place, and after the data collection is completed within a certain period. At the time of the interview, the researcher had the interviewed answers; the researcher had done an analysis of the answers interview. If the interviewed answers after being analyzed were not

satisfactory, then the researcher would continue the question again, to a certain extent, got data that was credible.

Miles and Huberman (1984) suggested that the activity in qualitative data analysis is carried out interactively and continuously until it is complete, so that the data is already saturated. In analyzing data, the researcher used the following procedures, namely reducing data, data display and conclusion drawing verification.

According to Sugiyono (2015:335), some of the techniques of analysis of data that researchers use are as follows:

1. Data Reduction

   In collecting information in the field, researchers obtained various and adequate information. Therefore, it is necessary to reduce the summarized information, choose things, focus on the important things, look for themes in patterns and eliminate unnecessary ones. Cited in Sugiyono (2015:338). Data reduction in this study was carried out with the stages of observation, interviews, and documentation. This study combines the three techniques or can be called triangulation of information.

   In reducing the data the author does not necessarily include all the existing data with a very large capacity. However, in this case, the researcher chose relevant information and in accordance with the research that the author made. This technique or data reduction is taken from every action the author takes both. From class Second Grade of Matium, students of Bakong Pittaya School, school environment, or outside school according to the author need to be appointed to complete and facilitate information.

2. Presentation of Data

   Presentation of information is the next step after data reduction to make it easier for researchers to understand what happened and what the next plan is after understanding what happened. Presentation of data can be done in the form of brief descriptions, charts, relationships between categories, flow charts, etc. Quoted in Sugiyanto (2015:341)

In presenting data, researchers prefer to describe a case or event that has been exmined in the field. This is related to the techniques taken by researchers, namely descriptive qualitative techniques. This taken based on research activities that researchers have done in the field.

3. Verification (Withdrawal of the Conclusion)

The withdrawal of the conclusion was preliminary conclusions expressed are still temporary, and does not change if not found strong evidence that supports at the stage of data collection. But if the conclusions put forward in the early stages, is supported by the evidence of valid and consistent when researchers returned to the field-collected data, then the conclusions put forward a credible conclusion is. Cited in Sugiyanto (2015:345).

Data verification is done to check the validity of the data source being studied with the results of the data that the researcher has obtained. The verification of this data researchers does from activities that have occured at Bakong Pittaya School. Sourced from the beginning of the study until the end of the research the researchers is able to present and chek the correctness of the data that has been obtained. The technique used in the verification of this data researchers used data trianglation technique.

The data got from the field is quite a lot; it needs to be recorded carefully and in detail. As noted, the researcher in the field, the data will be more complex, and complicated. It necessary to immediately analyzed data through reducing data. Reducing data means summarizing, choosing the main points, focusing on the important things, looking for themes and patterns and removing unnecessary. Thus the reduced data will provide a clearer picture and make it easier for researchers to do further data collection, and search for it if needed. Reduction can be helped with electronic equipment; such is mini computers, by providing codes on certain aspects. After the data has been reduced, the next step is to display the data. Through the presentation of these data, the data is organized, arranged in a relationship pattern, so it will be more understood easily.

In qualitative research, the presentation of the data can be done in the form of brief descriptions, sections, relationships between categories, flowcharts and others. Here, Miles and Huberman (1984) stated that, "the most frequent form of display data for qualitative research data in the past has been narrative text".

F. Truth Worthiness of the Data

The valid and reliable data is important to measure that the study provides benefits for the development of the assessment process in English instruction. Sugiono (2017), validity it accuracy between the data occurs in the object of research with data that can be reported by researcher. For the truth worthiness, the researcher will validate the data by applying triangulation.

According to William (1986) in Sugiono (2017), triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data collection procedures.

As Sugiono in his book stated that there are three triangulations in testing the validity of the data:

1. Triangulation of Sources

The triangulation of sources is to test the credibility of the data is done by checking the data got through several sources. In this research, the researcher tested the credibility of the data through several sources, for examples from the English teacher and students relating to implementing Describing Picture in Students Speaking Skill at Ten Grade of SMA Muhammadiyah Boarding School Cilongok.

2. Triangulation of Technique

Triangulation of technique is to test the credibility of the data is done by checking the data to the same source with different techniques. In this research, the researcher examines the credibility of the data through three data collection techniques including interviews, observation, and documentation relating to implementing of Describing Picture in Students Speaking Skill at Ten Grade of SMA Muhammadiyah Boarding Scholl Cilongok.

3. Triangulation of Time

Time also often affects the credibility of the data, where the data collected by interview techniques in the morning when the interviewees are still fresh, has not been a lot of problems, would provide more valid data so it is more credible. In this research, the researcher tested the credibility of the data by interviews, observations, and documentation with different times and situations held from 23 December 2019 to 20 May 2022 In this study, the data validity test used source triangulation. For the triangulation of sources, the researcher reinforces the data got by comparing with information from other sources. It aimed to know how the English teacher applies the Describing Picture Strategy in Students Speaking Skill at Ten Grade of SMA Muhammadiyah Boarding School Zam-Zam Cilongok by an interviewed with the English Teacher and the students.
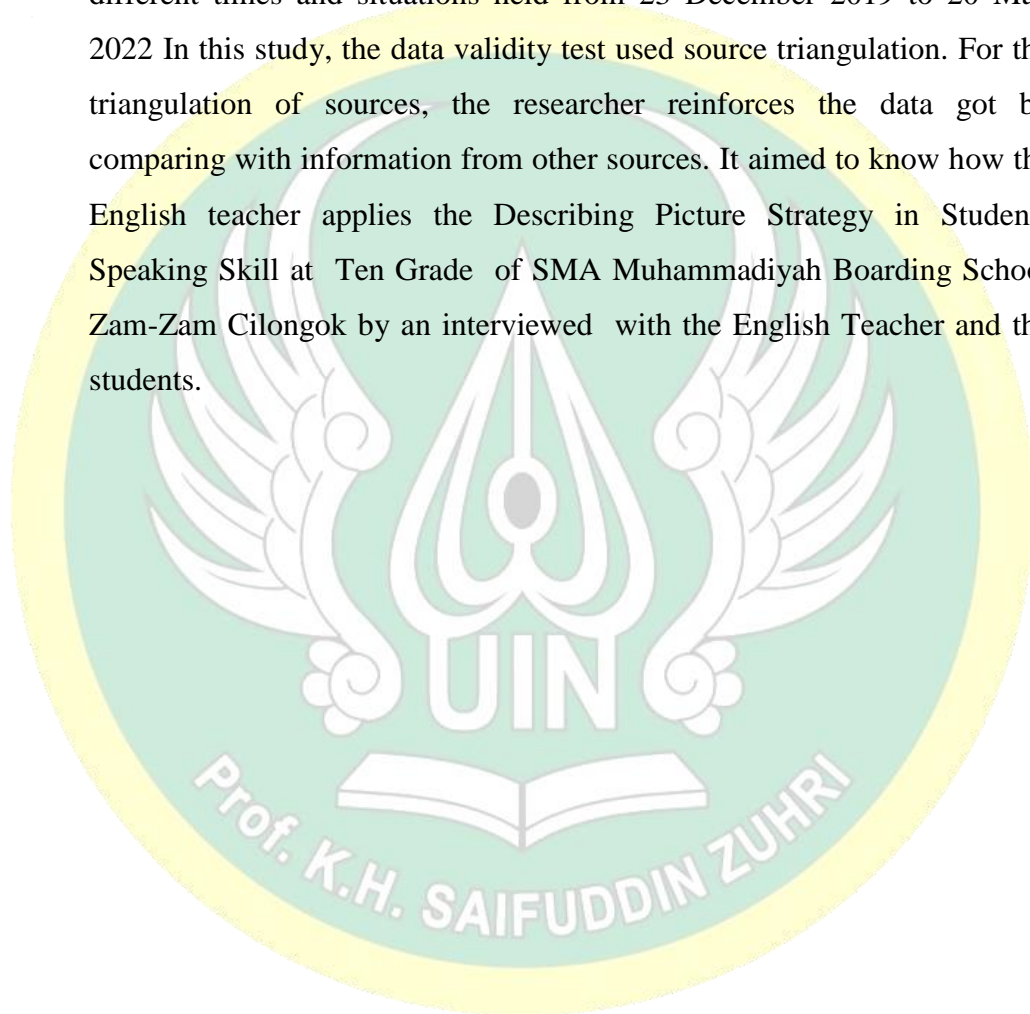
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. **Profile of SMA Muhammadiyah Boarding School Zam-Zam.**

1. **The history of SMA Muhammadiyah Boarding School Zam-Zam cilongok.**

   SMA Muhammadiyah boarding School was founded n 2012. The background was founded, because of the modern islamic boarding school Zam-Zam have 6 programs in studiying in SMP Zam-Zam was founded at 2008 consists of 1 class they are class 7, class 8 and class 9, because the education program is 6 years, then after nine grade, which is advanced to ten grade, elevent grade and twelve, then there must there is Senior high school, then the leadership of Muhammadiyah branch at that time held a meeting guess what the suitables the school, from the deleberation there were those who proposed MA,SMA, and SMK, after going through some consideration it was finally decided to establish a SMA then the licensing a SMA, then the licensing process strated from preparing proposal and officiall permits in April, the Modern boarding school zam-zam entered the letter permit and finally in May there was an official visit to Modern boarding School to check its existence whether it met the requirement or not, and finally an operatioanl prmit for the Senior High School appeared in July 2012, and july 2012 SMA Muhammadiyah Boarding School has started operating.

2. Human Resources.

   a. The Teacher and education staff

      The teacher in SMA Muhammadiyah Boarding School Zam-Zam Cilongok are figures who play an active role in the learning proces. The teacher responsibility is the hands of the teachers. Students will always listen and pay attention when teacher teach general science and religion. The figure of a teacher can be a mirrir of human behavior with a good character. Therefor, teachers or education personnel must be able to be good role models for their students. To further clarify the

description of educators and education staff at SMA Muhamadiyah Boarding School Zam-zam Cilongok, it will be explained the table below:

B. The implementation of educational supervision in improving the quality learning

SMA Muhammadiyah Boarding School Zam-Zam Cilongok is an Islamic-based private (swasta) school that has two majors, that are IPA and IPS, SMA Muhammadiyah Boarding School Zam-Zam Cilongok applied a 4 years compulsory education program for new students whose background is not from a boarding school graduated the name is Takhasus program. Where the program is implemented with the aims that students are able to adjust as the students, in this School the supervision program is has been running well.

C. Research finding

In this chapter consisted of findings data of research. The finding present to improvement the student speaking skill. This is the discussion and analysis on the data was got during the research. The finding of the research deals with the answer of the problem statement which aims to find out the improvement of the students in speaking skill. The result of data analysis found that the describing picture method in students speaking skill can improve the pronountiation of the students and the students will get a new vocabulary.

Describing picture method is a learning method that uses pictures and or paired/sequenced into a logical order. This learning model relies on images as media in the learning process. These pictures become the main factor in the learning process, so that before the learning process begins the teacher has prepared pictures to be displayed either in the form of cards, newspapers, magazines or in the form of large charts. The picture learning method is a model in which the teacher uses aids or picture media to explain a material to facilitate students to actively learn, by using aids or picture media, it is hoped

that students will be able to follow the lesson in a good focus and in pleasant conditions so that whatever the message is conveyed can be received well and able to seep in the heart, and can be remembered again.

One of the subject that is the main focus is learning english, in this case the teacher always give more attention to teaching English as well as the method. The practical method used in this learning is one of them is describing picture. This was chosen because it was effective in improving students'abilities both from speaking and listening.

1. The describing Picture strategy in speaking class

    The researcher described data which had been gotten some kinds of data collection techniques. The data were obtained from observation and interview with the english teacher and students at SMA Muhammadiyah Boarding School Zam-Zam Cilongok. According to the observation which had been done by the researcher during the authentic assesment in Speaking skill at Ten Grade of SMA Muhammadiyah Boarding School Zam-Zam Cilongok, the researcher founded some findings.

    a. The steps for implementation of Describing Picture

        According to Mr. Amrul mufid in implementation of the describing picture strategy , firts determind of the topic of the thema, and before the lesson begin in the teacher do not give the intruction to the teacher but, we tried with a simple questions, why because usually the students who do not understand with the inctruction, but we can make them to write the describtion (written) on their book firts based on their knowladge, most of the students lack of the preparation and the students afraid when their will speak english. After that the teacher give a some picture dipended of the theme there is a some words or vocabulary to make the students can think first so write it and practice to describe the picture in front of the class by individually, and the second practice speaking skill become small group. Mr. Amrul said teaching to tell the contents of the picture is actually quite easy, according to the teacher, but according to the students it feels different.

Describing pictures is actually stressful. In order not to cause stress, teachers must make learning strategies that are fun and quite challenging. is there an example of how

There are steps of application in describing picture follows:

1) The teacher prepares a picture according to the topic or material of the subject, bring newspapers or magazines or using LCD for showing the picture with lots of pictures in class.

2) make students into several groups

3) Ask each group of students to choose one picture

4) Students are asked to discuss with a group of friends to describe the contents of the picture in 5-10 sentences, give 10 minutes to discuss.

5) After the discussion is over, ask the spokesperson for each group to describe the picture he chose without showing the contents of the picture. it is also possible for members of the group to speak alternately. the other groups listen.

6) After group A, group B has a turn to explain the contents of the picture, and so on until all groups have finished making descriptions.

7) When all groups have finished, the newspapers or magazines are exchanged.

8) Ask each group to find the picture that has been described.

From the explanation above, the teacher can describe the describing picture in students spvaking steeps taken by the teacher to make it easier for the students in pronounciantion to reach an understanding of the content, in this case the teacher has carried out well, because the researcher saw the anthusiasm of the students when the teacher gave the topic of lessons.

2. The process of learning describing picture

From the data observation and interview, the researchers observed learning in the classroom. The researcher only observes and sees the

process in the learning in order to become a complete data collection. Here the researcher can see that the English teacher in carrying out the learning process in class speaks according to the existing schedule, namely on friday, March 06, 2022. In the implementation of the learning, previously the students had sat in an orderly manner in their respective seats. When the teacher enters the classroom, In the lesson's opening, the teacher greeted the students by saying *"Assalamu'alaikum wr wb, good morning everyone"* to the students and asked condition of all the students *"how are you today?"* the students answered *"wa'alaikumussalam wr.wb good morning Mr. Amrul, Im fine. And you?* After that, the teacher checked the students attendance, by calling them one by one using attendance list. There were 20 students in class X IPA, but two of them were absent. Next, he asked the students why Aida and Ni'matun didn't attend the class at the day. *"Do you know why Aida and Ni'matun are absent today?"* they gave response in English. *"Nooo...."* in the teaching learning process the teacher used 50% English, however the students relucant to speak english, seemed shy and didn't know right expressions to say/to express their ideas. They often used Bahasa Indonesia to speak and answer the teacher questions. Then, the teacher asked a question to Rafila: "Rafila, is Catur beautiful ?". Then Rafila seemed shy to answer the question. Some other students laughed. Then, she also gave other expression about describing person: "Catur is beautiful, fat, and clever." Catur just smiled. She was still silent. In this speaking activity, the teacher did not use method that engaged the students to speak up. It also gave the students less chance to speak.Then he asked the other student by saying What do you think about Himatul? The student said "Himatul is....ummmmm......opo yo.....ummmm.....good". The student responded in English, but still had mispronunciation. He also had less varied vocabulary. In the speaking activities, the students did not fully participate and looked passive. In addition, they were not given a model in the speaking activities. The teacher asked to the students *"do you still*

rememmber our material that we have studied yesterday?" and the students answer *"about intonation"* so the teacher said *that correct giving and asking intonation, and know i will show you a picture material for today,* The teacher began explained about the definition of the describing picture depended the material, the teacher should apply an interesting media, speaking is important for as because by speak we can make interaction with the other people, using picture the students can express their idea with their own word by see the picture. The teacher showed picture *" who is that"* the students responed *"Mr. Tukul Arwana".* Teacher said *oke " so what is the carracter of him"* students said *"very funny",* teacher said *"oke lets we answer together he is Tukul Arwana , and he is popular commedian in TV , and h is very funny, do you understand, know about tthe material, please look at the slide, the descriptive text, what is dscriptive text?,* who know it, sania said *"I'm Sir, yes about describing something person, or thing"* So the teacher explain about the material, after the material finished the teacher gave to the students some assignment in the paper there is some picture and text, and one assignment to one table or two students, so the students collect the assignment, when will finished the time the teacher said *"oke thank you so musch students, now i want to remmind you, do you still remember the material we discuss today,* students answers *"descricbing picture or dscriptive text",* so the teacher said *"ok nice what about we describe today",* students answer *"person or pople thing",* after that the teacher give the home work to the students about the materials, *"ok now for the homework, make a video you can describe person, thing, beloved person, your uncle your parents, and make it into a video, and than the deadline this assignment is next weeks, do you understand?"* students answer *"yess.....",* so the teacher gave the clossing *"oke good luck that enough for today, lets us close our lesson lets recite hamdalah together,* we answer together *"Alhamdulillahirobbil 'alamin" ok thank you for the nice attention, see you in the next meeting wasssalamu'alaikum wr.wb*

Those are the activity the students activity in the class, in second meeting when March 15 2022 using describing picture, The first step taken by the teacher in starting learning is to inform that today's activity is hangs a pictures in the board and ask the teacher to make a list of word that related with the picture, and than the teacher explains the picture with his/her own words, and than the teacher ask the students to describe the picture with other students in front of the class. Every students who has been presented in front of the class will get a point.

The teacher also repeats the topic to be discussed togother. The children enthusiastically interacted with their respective groups with the time determined by the English teacher. Here, the English teacher becomes a complete facilitator to guide them to carry out discussions. Because all responsibilities are in the teacher, such as supervising and controlling the discussion. In between the children having discussions the teacher visits their respective groups to ask if there are any problems students. In every lesson, there must be children who are less active in participating in these activities, including in this class. The teacher gives the opportunity to the child who is less active in speaking. The teacher gives them positive energy and enthusiasm so that children who are less active will be confident in what they will convey in front of their friends. Like wise with children who are active in speaking, the teacher will control them more to provide opportunities for others to express their opinions. Here the teacher gives appreciation to them and instead of the teacher giving random questions to students, those who can answer the teacher will give rewards to increase their enthusiasm and enthusiasm.

The teacher always motivate the students so that the students brave to practice speaking english . there are some reasons and goal, why the teacher applies describing picture in speaking class. According Mr. Amrul as English teacher

"Describing picture strategy can help the students to speak english fluently. The students are more active in speaking skill and also make students confident to speak in front of class"

The teacher used the describing picture in teaching speaking because some reasons According Mr. Amrul as the english teacher said

" the reason why I choose Describing Picture strategy. Because it helps the students in the process of learning english, and by describing picture strategy, students easier to remember vocabulary"

The some purpose describing picture strategy in teaching speaking. Mr. Amrul said that,
"the purpose why I use describing picture strategy. So that students more easier in teaching english with the communication using the media images"

Describing picture strategy also facilitates students in speaking learning process. Mr. Amrul said that,

"Describing picture strategy can facilitate students in learning speaking to get good scoring, and they can build sentence, also they brave to speak english"

After the studiying is over the time the teacher invites the students to concluded the material that has been discussed together

Picture 1: Documentation of students describing the picture

The teacher say in a meeting specificaly used two procedures, the first procedure is using the pre-test. Before the teacher starts the material the teacher gives the students some object to describe but without using the pictures, then, the students were thinking about the object that must be

described individually. They would start to describe the object using their own words and do it as best as they can. The students can try speaking describe front of the class to make them feel confident when the students speak english anf the other students to listen to thir friends. In pre-test the score shows that 80% of sudents can show their improvement in answering the questions. And the pre-test use with 2 trials that are: the first one with no picture and the second one with a picture, thn from these trial show that students had improve in their speaking ability, and the students feel confident when the students to describe the picture, and they know what should the students speak with the picture, so they do not feel confused.

The second procedure in teaching is using post-test, the teacher used post test at the end of class session, the procedure is to see the result by usin a picture in describing picture or something.

Based on teacher's experiences teaching English spaking using picture this strategy is important and the students more interested in the learning process, students enthusiasm to take part in learning activities and if the students got the point about the material which given by the teacher. Therefore, they feel enjoyed the learning activities. Stages that match the general stages in learning are used to implement descriptive text, in learning process using picture , photos in the lesson plans that were directly developed by the instructor. It does not in other words go out of the norm in theoritical phases. When the descriptive test learning process the phases of the learning scenario specified in the learning process plan were carried out coherently by the teacher, while the instructor often improvises.

In this research in learning process of descriptive text in third meeting, and the teacher applied the questions in a group. So the students in the group must describe anything about the object and another member could not say the same as their friends. According to Burn(1975,p.11) the states that pictures will help us to initiate a new topic or catch students interest as they look and talk about them. And so the teacher must make sure that the picture is related to the topic and can be answered by all the students. Further, in this session the

students can improve their speaking skills because they will try to find other words and say them loudly.

The result, in the implementaion of describing picture strategy in the descriptive text was very good. And according and supported by khamsiah (2016) as a students of english language education at pasir university and wulandari (2012) they said the describing picture strategy was an important technique for improving in speaking ability because the picture is media helps students developed their ability to speak. The became easy to speak by using the technique so that they could boost their fluency, material, pronounciation and grammar. And according to lubis (2017) he said there was an important and improvement in the students speaking skill at describing picture strategy of the pictures as the media. It was proved by the data students score in pre-test and the lowest score of post-test is 65, its means that the describing picture help students in speaking ability because in using the picture, and the students will try to speak what do they know about the picture.

According to Solahuddin (2009) describing picture is useful for training students "imagination and retell the story in english speaking". And as the researcher said before that the picture can attract student to say something about what the students see in the picture. So there is curiosity in the students themselves to speak something because the picture can attract the students to try say something about what they see. In describing the picture strategy was enough to contribute to the learning process. The method both the teachers and the students particulary for enhancing ease of preparation and implementing methods. The activities In improving students speaking skills during the learning process must be related to that. And as we know speaking skill is one of the skills that difficult to be mastered by young learners. In this strategy the researcher found the differences in students when they describe something with the picture, and the students feel confidently when they try to say something in front of the class because they think about the picture.

D. Discussion

In this chapter, the researcher aims to show the answer to the research questions The results and discussion of this research has been described based on data obtained from research at SMA Muhammadiyah Boarding School Zam-Zam. The following are the results and discussion of the research about the implementation of describing picture in students speaking skill at ten grade of SMA Muhammadiyah Boarding School Zam-Zam Cilongok. As it presented in the data above that the data are collected from the tweenty students as the subject of the research. From those data gotten, from there the researcher know who are good speaking in the class, from the subject, In increasing student activity and student outcomes by using the picture description method, it is the right step. because by using the drawing method, students are directly involved in the learning process and students also work and learn together with their partner who has different abilities, by helping each other, exchanging ideas and working together in group learning will not make students bored Students and teachers are required to be able to create conducive, creative, effective and innovative learning situations. To create this atmosphere, it is not easy, there are many inhibiting factors, these factors can come from students who tend to be passive or even factors from the teachers themselves who are less innovative, so lessons tend to be monotonous, this can make children bored. Amrul tries how to make students not feel bored, sleepy and not enthusiastic in learning. Thus, it is necessary to use this method very effectively in improving student learning outcomes and student activities in the learning process, the purpose of the picture learning model is that students will be more enthusiastic and enthusiastic in learning more carefully in learning and remembering a lesson material by using pictures, students look active and able get good learning results, and but all of that goes back to the teacher, the student is aware that if the teacher teaches according to the learning objectives, it will get good results too, if the students do not support it then the goal will not be achieved, but in SMA Muhammadiyah Zam-Zam Boarding School students have a high level of intelligence, so the learning

objectives can be achieved, according to the students the pictures displayed are good, and attractive, although only simple pictures but the pictures are clear, and they feel interested in following the learning and this will cause material studied a keep it in mind so that learning outcomes will increase.

This statement above is supported by the results of interview with the students Ririn Nuzula says :

"I can improve my spvaking skill through using describing picture, I can understand the spvaking and the material werv given by the teacher"

Also Inarotul Khumairo says:

"Using describing picture in speaking skill dapat membuat aku itu lebih percaya diri saat berbicara bahasa Inggris, dan lebih gampang mengerjakan tugas dari guru"

Based on the result interview, the teacher explain about goal and reason used describing picture in SMA Muhamadiyah Boarding School Zam-Zam Cilongok. Every teaching process needs some steps in teaching English is also done by steps as the other teaching learning process in general. The steps are preparation, application, and also evaluation. Generally, every teaching learning process in preparation, pre activity, and main activity depend on technique that applied by the teacher. When the researcher interview Mr. Amrul , the implementation of describing picture at Ten Grade of SMA Muhammadiyah Boarding School Zam-Zam Cilongok, he states that:

"when I teach using Describing Picture there are three steps, firts preparation, aplication and evaluation. To strat teaching, first I give picture to the students. The students asked to observe the picture that I have given. Second students dig up dig up words correspond to the picture, in fact many kinds of steps to describe picture but I more inclined to use such measures".

Using desribing picture in teaching speaking skill give positive and negative impact to the students of Ten Grade SMA Muhammadiyah Boarding School Zam-Zam cilongok. There arv some positive impacts of using describing picture in speaking skill. Based on interview with Mr. Amrul as english teacher are:

"Many positive impact in using describing picture in speaking skill as help students learn english, make it easier to memorize vocabulary, and easily understand the task, before using describing picture, I feel unpleasant, unattractive, and easily bored to learn english, especially on speaking, and after using describing picture, i feel better, more fun and enjoyfull because describing picture is to understand and remember the english language"

Also Natasya Zairinnisa. States that:

" Before using describing picture, I can not understand the meaning of english sentensces. But after using describing Picture, i can grow the imaginaton sentences in a lesson. I'm enjoy when learning to use such pictures"

Besides the positive impact, describing picture also gives the negative impact to the students. The negative impact here about the situation in the classroom during lvarning process. According Mr. Amrul said that :

" the implementation of Describing Picture in teaching speaking the situation can't be controlled. During the speaking lesson using describing picture the students were very enthusiastic and had spirit to learn. The fact, the situation was very noisy because each students gave the opinion to every problem faced by students. This made students comfortable in learning. Before the students found apropriate solution, they are identify the cause of problem, the students discuss to memorize the story"

However, the uses of describing picture in the classroom were not conductive when the teacher not monitoring during the learning process. So, the uses of such method required teachers only monitoring the situation and students in the classroom. Based on the observation, using describing picture at Ten Grade of SMA Muhammadiyah Boarding School Zam-Zam Cilongok give the positive impact make the students confident and active during learning process. Meanwhile, the negative impact of this research method is the class situation can't be controlled, and noisy. But the students always fight to be speakers in English language

CHAPER V
CONCLUSIONS AN SUGGESTION

A. Conclusions

In this research the implementation of describing picture strategy in speaking skill is usefull in improving students speaking skills. Describing picture strategy is able to help the students in students speaking skill at ten grade of SMA Muhammadiyah Boarding School Zam-Zam Cilongok. They can speak what they know about the picture and it also help them in describing picture easily. Those, it can be concluded that the implementation of describing picture is relieved to be effective in facilitating the students in the improvement of speaking skills. This research can be draw that teaching speaking by using describing picture strategy have given the positive effect.

In this research using describing picture strategy is very improve to students Speaking skill. Based on the data gotten from the observation, and seeing the learning process, the result of the interview and also documents analysis, in the teaching and learning process using of picture, especially in speaking practice, is useful in students speaking skills. This can be seen from the activities when learning process, because the describing picture is able to help the students build their speaking skill, they can speak what they know about the pictures and it also helps them in describing easily and get many new vocabularies. The implementation of pictures is believed to be effective in fecilitating the students increease of their speaking skill.

B. Suggestions

This research is aimed to improve the students' speaking skills. Related to the focus of the study, the results of the study are advised to be used as a reference for other researchers who intend to conduct a similar research related to the improvement of the students' speaking skills. The researcher also suggest that the students must try to practice speaking using pictures, because it can help them and make it easier for them to express their

ideas. In addition, the students must also have high motivation and desire in improving their speaking ability. They must study hard, find new vocabulary by reading many books, and make a note of new words. Aside from that, students must also have the confidence in speaking English and keep on practicing it in their daily conversation.

REFERENCES

Apriyanti, D, & Ayu, M. (2020). Think-Pair-Share: Engaging Students in Speaking Activities in Classroom. Journal of English Language Teaching and Learning, 1(1), 13-19.

As Sabiq, A. H. (2018). Improving Students' Motivation and Reading Skill in ELT through Audio Visual Media. *Diksi*, 25(1),57-68. http://doi.org/10.21831/diksi.v25il.16007

Arikunto, S. 2010. Prosedur penelitian: *Suatu Pendekatan Praktik*. (edisi Revisi). Jakarta: Rineka Cipta.

Asfa, I.A. (2010). The Effectiveness of Using Describing Picture to Improve Students Speaking Skill in Descriptive Text. Semarang: Walisongo State Institute for Islamic studies.

Donough, Jo Mc and Christopher Shaw. 1993. *Materials and Method in ELT: A Teacher's Guide*, UK: Blackwell Publishing Ltd.

Fauziah, R. (2016, April Kamis). Google. Retrieved Maret 26, 2022, From Http://Rizkyfauziahagustin.Blogspot.Co.Id (Improving Speaking Ability by Describing Pictures).

Iman, J. N. (Juli 2016). Using Pictures with Picture Describing Technique to Improve The Speaking Achievement. Global Expert Jurnal Bahasa dan Sastra Volume 5 No.1 .

Imelda, A. (2016). Improving the Students' Reading Comprehension Through Concept-Oriented eading Instruction (CORI) At The Second of MTS Mannongkoki (Pre-Experimental Research). English Education Departement The Faculty of Teaching and Training Education Muhammadiyah University of Makassar 2016.

Lubis, M. W. (2017). The implementation of describing pictures strategy in improving students' speaking ability at MTS Yayasan madrasah Islamiyah Medan. Medan: The State Islamic University of North Sumatera.

Masykuri, Y. A. (2014). Efforts to Improve Students' Speaking Ability at Grade X Smk Muhammadiyah 3 Wates in the Academic Year Of 2013/2014 y Using Pictures. Yogyakarta: State University of Yogyakarta.

Miranti, Rohmatun Nisa. 2012. *The Use of Series Picture in Teaching Vocabulary (Thesis)*. Bandung: Universitas Pendidikan Indonesia.

Mutmainah. "Junior High School English Teacher's Perceptions and Practices of Authentic Assessment". State Junior High School 25 Purworejo, 2017. Indonesia.

Nugroho, M. A. (June 2014). Pictures for Improving Indonesian Efl Students Speaking Competence. English Review: Journal Of English Education Vol. 2, Issue 2, 0-0.

Oktaviani, L. (2016). Studi Tentang Faktor yang Mempengaruhi Kemampuan Berbicara Jurusan Bahasa Inggris di Universitas

Pezo, A. A. (2015). Picture Description to Promote Improvement of Speaking Skill in Students of Second Course At Salinas Siglo Xxi High School, Jose Luis Tamayo, Salinas. Ecuador: Península Of Santa Elena State University.

Purwoko, H. (2010). Penelitian Tindakan Kelas dalam Pengajaran Bahasa Inggris.Jakarta: Pt Indeks.

Rambe, R. N. (2016). The Implementation of Picture Series Media to Improve Pgmi1's Students Ability in Speaking. Nizhamiyah, Vol. Vi, No. 1, Januari-Juni 2016

Sari, B. Y. (2013). Teaching Speaking by Describing Picture. Padang: The Faculty of Teacher Training and Education.

Shohib. (2012, Januari Selasa). Google. Retrieved Mei Jumat, 2017, From Http://Shohib-Everything.Blogspot.Co.Id/2012/01/How-To-Teach-Speaking.

Sugiono. Metode Penelitian Pendidikan: pendeketan Kuantitatif, kualitatif, dan R&D. Bandung: Alfabeta. 2017.

Sukardi. (2013). Metode Penelitian Pendidikan Tindakan Kelas Implementasi dan Pengembanganya. Jakarta: Pt Bumi Aksara.

Thornbury, S. (2005). How To Teach Speaking. Longman.

Widyaningrum, L. (2014). The Effect of Usi ng Pictures on Students Speaking Ability At Grade Eight of Smpn 2 Seputih Mataram Lampung Tengah. The Second International Conference on Education and Language (2nd Icel) , 0.

Wright, Andrew. 1990. Picture for language learning, London: Cambridge University Press.